CAPACITY ASSESSMENT TOOL

Instructions: Using the suggested data identified in the column labeled "Data Source", check the appropriate box ("yes" or "no") based on whether or not the corresponding statement applies to the district. Refer to Table 1 on page 18 for additional guidance on accessing and using the data to complete the assessment.

1.	Current & Projected Enrollments	YES	NO	Data Source
a.	Current enrollment is below the median enrollment for districts of the same group: · K-12 District = 2,900[5] · Elementary District = 362[6] · Secondary District = 1,300[7]	☐	☐	*DART*
b.	Enrollments have declined over the past several years	☐	☐	*DART*
c.	The number of students leaving through choice, charter or tuition agreement has increased over the past several years	☐	☐	*ESE Finance*
d.	The district relies on incoming choice or tuition students to support programs and budget	☐	☐	*ESE Finance*

2.	Financial Trends	YES	NO	Data Source
a.	The district has operated on a budget that is at or below level funded or level services for several years	☐	☐	*Local*
b.	School budgets and/or regional assessments to member towns have increased, while programs/services remain the same or have decreased over the past several years	☐	☐	*Local*
c.	The district has instituted or increased fees for programs/services within the last several years	☐	☐	*Local*
d.	Teacher salaries are not commensurate with those in like districts	☐	☐	*ESE Finance*
e.	Administrative costs per pupil have increased or are higher than such costs in like districts	☐	☐	*DART Finance*
f.	Operations and maintenance costs per pupil have increased or are higher than such costs in like districts	☐	☐	*DART Finance*
g.	In-district transportation costs per pupil have increased or are higher than such costs in like districts	☐	☐	*DART Finance*
h.	Out-of-district transportation costs (per out-of-district pupil) have increased or are higher than such costs in like districts	☐	☐	*DART Finance*
i.	Professional development spending per teacher has decreased or is lower than such spending in like districts	☐	☐	*DART Finance*

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[5] Represents the median enrollment for all K-12 districts (municipal and regional) based on FY11 enrollment data from the DESE
[6] Represents the median enrollment for all Elementary districts (districts that operate schools that do not include grades 9 and higher) based on FY11 enrollment data from the DESE
[7] Represents the median enrollment for all Secondary (regional) districts based on FY11 enrollment data from the DESE

3.	Instructional Capacity *(by school and district)*	YES	NO	Data Source
a.	Class size has increased in the last several years	☐	☐	*Local*
b.	Class size is higher than in like districts	☐	☐	*Local*
c.	Student/teacher ratio[8] has increased in the last several years	☐	☐	*DART Finance*
d.	Student/teacher ratio is higher than said ratio in like districts	☐	☐	*DART Finance*
e.	The teacher turnover rate has increased or is greater than the turnover rate in like districts	☐	☐	*DART*

4.	Curricular & Program Offerings	YES	NO	Data Source
a.	The number and variety of course offerings is fewer than in like districts (*e.g. the number and variety of foreign language courses, AP courses, electives, vocational programs, etc.*)	☐	☐	*Local*
b.	Course offerings have been reduced or eliminated in the last several years	☐	☐	*Local*
c.	Special programs and service offerings (art, music) have been reduced or eliminated in the last several years	☐	☐	*Local*
d.	Extracurricular offerings have been reduced or eliminated in the last several years	☐	☐	*Local*
e.	Early childhood offerings have been reduced or eliminated in the last several years	☐	☐	*Local*
f.	Out-of-district special education placements have increased in the last several years	☐	☐	*Local*
g.	Special education costs have increased or are higher than such costs in like districts	☐	☐	*ESE Finance*
h.	Transportation services have been reduced in the last several years	☐	☐	*Local*

5.	Performance Indicators	YES	NO	Data Source
a.	Percentage of students scoring at or above proficient on the MCAS has declined or remained stagnant over the last several years	☐	☐	*DART*
b.	Student SAT, PSAT and/or ACT scores have declined in the last several years	☐	☐	*Local*
c.	Status of high school graduates (college, careers) has declined	☐	☐	*Local*
d.	District has received a warning or has been placed on probation by the New England Association of Schools and Colleges	☐	☐	*Local*
e.	Dropout rate has increased in the last several years	☐	☐	*DART*
f.	Dropout rate is higher than in like districts	☐	☐	*DART*

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[8] "Teacher/student ratio" is defined as total student enrollment:total licensed teachers employed by the district

		YES	NO	Data Source
g.	Four-year or five-year cohort graduation rates have declined in the last several years	☐	☐	*DART*
h.	Four-year or five-year cohort graduation rates are lower than in like districts	☐	☐	*DART*
i.	Attendance rate has decreased in the last several years	☐	☐	*DART*
j.	Attendance rate is lower than in like districts	☐	☐	*DART*

6.	**Capital Facilities**	**YES**	**NO**	**Data Source**
a.	One or more district schools received a "below average utilization" rating in the most recent MSBA Needs Survey	☐	☐	*MSBA*
b.	One or more district schools received a "building conditions" rating of 3 or 4 in the most recent MSBA Needs Survey	☐	☐	*MSBA*
c.	One or more district schools received a "general environment" rating of 3 or 4 in the most recent MSBA Needs Survey	☐	☐	*MSBA*
d.	The district recently attempted to submit a Statement of Interest (SOI) for MSBA funding that was defeated at the local level	☐	☐	*Local*

7.	**Administrative Capacity**	**YES**	**NO**	**Data Source**
a.	The number of district and/or school administrative positions has decreased over the last several years	☐	☐	*DART Finance*
b.	District administrators are responsible for more functions than administrators in like districts	☐	☐	*MARS*
c.	The district does not have enough administrators to effectively address instructional and achievement issues for students, particularly students with specific and differentiated needs (e.g. English language learners, students receiving special education services, etc.)	☐	☐	*MARS*
d.	The district does not have enough administrators to effectively recruit and maintain a high-quality educator workforce	☐	☐	*MARS*
e.	The district does not have enough administrators to create and maintain effective lines of two-way communication with parents and family members and other community stakeholders	☐	☐	*MARS*
f.	A greater number of district administrators are responsible for operational versus instructional issues	☐	☐	*MARS/Local*
g.	The administrative turnover rate has increased or is higher than the rates in similar districts	☐	☐	*DART*
h.	District Administrators report to more than 1 school committee	☐	☐	*Local*
i.	The current structure of the central office and configuration of administrators do not support optimal efficiency and effectiveness with regard to the district's ability to execute its core functions, including: 1) communication among administrators and also among administrators, principals, teachers, and staff members; 2) the collection and continuous analysis of multiple types of data; and 3) the management of instructional,	☐	☐	*Local*

human, fiscal, and other resources

8.	Collaboration	YES	NO	Data Source
a.	The district has not explored the possibility of providing joint academic and extracurricular programs with other districts	☐	☐	*Local*
b.	The district does not participate in cooperative purchasing programs with other districts	☐	☐	*Local*
c.	The district does not partner with other districts or utilize an educational collaborative to offer professional development programs for its staff	☐	☐	*Local*
d.	The district does not belong to an educational collaborative	☐	☐	*Local*
e.	The district does not participate in a collaborative or cooperative transportation service program	☐	☐	*Local*
f.	The district does not partner with other districts or utilize an educational collaborative to provide special education programs and services for its students	☐	☐	*Local*
g.	District leaders and/or administrators do not meet with colleagues on a regular basis to discuss common challenges and implement common solutions	☐	☐	*Local*
h.	District staff members do not participate in and/or belong to statewide professional associations (e.g. Massachusetts Association of School Superintendents, Massachusetts Association of School Committees, Massachusetts Elementary School Principals Association, Massachusetts Secondary School Administrators Association, Massachusetts Teachers Association, American Federation of Teachers – Massachusetts, etc.)	☐	☐	*Local*

9.	Community Indicators	YES	NO	Data Source
a.	One or more communities within the district have a negative Municipal Revenue Growth Factor (MRGF)[9]	☐	☐	*DOR*
b.	Property values within the district have decreased over the past several years	☐	☐	*DOR*
c.	The bond rating of one or more communities within the district has decreased within the last several years	☐	☐	*Local*
d.	Communities within the district have a higher unemployment rate than the rates in like districts	☐	☐	*EOLWD**

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*Executive Office of Labor & Workforce Development unemployment rate by city/town:
http://lmi2.detma.org/lmi/lmi_lur_area.asp?AT=01&A=000025&Dopt=TEXT

TABLE 1. ASSESSMENT TOOL DATA SOURCES

Data Source	Description
DART	*District Analysis and Review Tool.* To access and review the data for questions associated with the "DART" source, download the "District Analysis and Review Tool" located on ESE's website – http://www.doe.mass.edu/sda/dart/
DART Finance	*DART Finance and Staffing* tool. To access and review the data for questions associated with the "DART Finance" source, download the "DART Finance and Staffing" file located on ESE's website – http://www.doe.mass.edu/sda/dart/
DOR	Department of Revenue data. To access and review the data for questions associated with the "DOR" source, refer to the following information located on the Department of Revenue's website – For "Municipal Revenue Growth Factor" (MRGF) data, refer to: http://www.mass.gov/?pageID=dorterminal&L=4&L0=Home&L1=Local+Officials&L2=Municipal+Data+and+Financial+Management&L3=Data+Bank+Reports&sid=Ador&b=terminalcontent&f=dls_mdmstuf_mungrowth&csid=Ador For property values/tax data, refer to: http://www.mass.gov/?pageID=dorterminal&L=4&L0=Home&L1=Local+Officials&L2=Municipal+Data+and+Financial+Management&L3=Data+Bank+Reports&sid=Ador&b=terminalcontent&f=dls_mdmstuf_proptax&csid=Ador
ESE Finance	ESE School Finance information. To access and review the data for questions associated with the "ESE Finance" source, refer to the appropriate charts located on ESE's website – http://finance1.doe.mass.edu/statistics/
MSBA	*Massachusetts School Building Authority.* To access and review data for questions associated with the "MSBA" source, refer to the MSBA's "2010 Needs Survey" report located on MSBA's website – http://www.massschoolbuildings.org/sites/default/files/edit-contentfile/Our%20Programs/2010_Needs_Survey_Report_29April2011.pdf
MARS	*Massachusetts Association of Regional Schools.* To access and review data for questions associated with the "MARS" source, refer to the MARS "Central Office Capacity" report located on ESE's website – http://www.doe.mass.edu/research/reports/1109mars.pdf ***Users are encouraged to use the survey instrument found in "Appendix A" to determine the appropriate response for each question associated with the "MARS" source.*
LOCAL	Local data. Users should refer to local data systems and resources to respond to the corresponding statements. Interested stakeholders, other than those employed within the school district, should seek these data and information from local district staff.